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ABSTRACT

This paper describes Monroe Community College's (MCC's) efforts to address the problems of reduction or reallocation of resources through a faculty retraining and reassignment process. After introductory material and a college profile, the paper provides background information on the faculty rights guaranteed by the contractual agreement between MCC's faculty and board. Next, three aspects of an advanced planning process for reduction in force are described: (1) the identification of potential future overstaffing in specific academic departments; (2) departmental and individual notification of potential overstaffing at least two years in advance of the effective date of reassignment or reduction in force; and (3) retraining and reassignment procedures, which include the determination of the feasibility of faculty reassignment and of the qualifications of the faculty member for a position in another department; the development of a retraining plan; the provision of financial assistance and released time for faculty retraining; reassignment approval; and evaluation. Finally, the paper identifies several potential problems in the retraining/reassignment process, such as the need to use multiple information sources, the reluctance of departments to receive transfers, and the need for a single coordinating office. Appendices include part of the MCC contractual agreement, program enrollment graphs, and sample documentation pertaining to reassignment. (KL)

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MONROE COMMUNITY COLLEGE

A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty

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JC 820 213

Frank G. Milligan, Vice President, Planning and Development

April 1982

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Introduction

During the last half a dozen years, colleges and universities have been concerned with actual or predicted enrollment declines; high inflation rates; decreases in purchasing power; reductions in state and now federal funding; rising energy costs; and the change in the mandatory retirement age to 70.

As a result of these and other developments, institutions of higher education have been forced to deal with some very difficult issues such as management of decline, or at best steady state management; and reduction and/or reallocation of resources, including human resources.

In an effort to address the problem of reduction and/or reallocation of human resources, colleges and universities have developed a number of programs and/or options such as retraining leaves; reassignment to other areas of the college or university; early retirement incentives; and the development of career counseling centers which help faculty relocate to business, industry, or other government positions.

This paper deals with Monroe Community College's program for addressing this problem through retraining and reassignment of faculty. First, I will cover the background of the development of the negotiated contract dealing with these concerns. Then, I will briefly describe the method that was developed by the Office of Research and Planning to determine projected full-time equivalent (FTE) faculty needed by each academic department. Finally, I will conclude with an example of how the process has worked up to this point, mention some of the problems to avoid, and summarize the presentation.

Monroe Community College

Monroe Community College is a large, comprehensive public community college located in a suburban setting just outside Rochester, New York. Founded in 1961 as part of the State University of New York, the College has grown from 720 students in 1962-63 to over 11,500 in 1981-82, about 5,700 of them full-time. The College has about 350 full-time professional staff members and offers some twenty-seven academic programs plus numerous community service programs. The faculty has been organized since 1968 and is affiliated with the New York State United Teachers (NYSUT) and the American Federation of Teachers (AFT).

Contractual Agreement - Reduction in Force and Transfer of Faculty

Like many other colleges and universities, Monroe Community College experienced accelerated growth in the 1960s and early 1970s, and then enrollment declines in the late 1970s. At that time, it was recognized that there was a need to address the matter of potential overstaffing in certain academic departments resulting from enrollment declines, shifts in student interests, and/or lack of resources. At the same time, the bargaining process had just begun on a successor contractual agreement between the Board and the faculty. It was mutually agreed that the subject of potential overstaffing needed to be addressed in the contract through an expansion of the existing but all too brief article on retrenchment. Such an expansion would include details related to identification, notification, retraining, reassignment, and recall.

Although this undertaking was part of a negotiations process, it was accomplished in a very positive problem-solving framework. Both the Board and the faculty demonstrated a sincere interest in 1) assisting the College in dealing with possible fiscal restrictions; 2) a commitment to the College's

human resources and protection of tenured faculty members; 3) minimizing tension, trauma, and bad public relations, if resource restrictions were necessary; and 4) planning to avoid a potential crisis, rather than dealing with an imposed situation resulting from sudden resource restrictions.

These problem-solving efforts, albeit at the bargaining table, resulted in the inclusion of an article in the contract entitled Retraining, Reassignment, Reduction in Force, and Recall (see Appendix I). This article, while guaranteeing management rights, also protects faculty rights and provides a solid base for planning relative to possible reductions in human resources.

Advance planning was considered a key factor in a policy intended to minimize potential problems related to reduction in force or reassignment. Three aspects of this process are particularly important: identification of potential future overstaffing in specific academic departments; departmental and individual notification; and the development of faculty retraining/reassignment programs, where appropriate.

Identification of Potential Overstaffing in Academic Departments

Monroe Community College established an early warning system so that faculty would have an opportunity to either retrain or to seek another position.

As a result of the agreement in the current faculty contract, the Office of Research and Planning was given the responsibility for developing a method that would determine, two years in advance, which departments and/or programs could conceivably be overstaffed two years in the future.

Appendices II, III, and IV represent individual academic departments. Appendix II is representative of a department in which enrollment and credit hours generated are predicted to increase; Appendix III is representative of a department in which enrollment and credit hours generated are predicted to decrease; and Appendix IV is representative of a department in which enrollment and credit hours generated are predicted to remain fairly stable through 1983-84.

Once these charts and graphs have been developed for every department, an analysis is made to determine whether or not a department should receive the two-year advance departmental notice. For example, comparison of Columns I and J in Appendix II indicates that many more faculty are needed than are actually on the roster. Comparison of Columns I and J in Appendix III indicates that if past trends continue, there is likely to be some difficulty ahead and that in all probability a notice would be sent to the department warning them of potential overstaffing two years hence. Comparison of Columns I and J in Appendix IV indicates that no overstaffing is expected for the next three years, but neither is rapid growth.

If a department had received notification the previous year and the updated data still indicate that one year hence there will likely be an excess of FTE faculty, then individual notices would be sent to the affected faculty members.

Departmental and Individual Notification

As previously mentioned, departmental notifications are forwarded to those academic departments which have been identified from the data as being potentially overstaffed. These notifications have been sent to the identified department at least two years in advance of the effective date of

reassignment or reduction of faculty. This is a particularly sensitive step in the process and is done with care and concern. In fact, in accordance with the contract, the President or his designee (usually the Vice President for Academic Affairs) meets with the chairperson of the affected department and with the chairperson of the Faculty Resources Committee, a committee which was created for the specific purpose of assisting individuals to develop retraining/reassignment programs. This meeting takes place before the official letter of notification is sent to the department in order to review the data, explore possible alternatives, and discuss appropriate future utilization of the faculty.

As mentioned earlier, departmental notification must take place at least two years in advance of the effective date of reassignment or reduction in force. A year after the department is notified, the data is updated and, if the department still appears likely to be overstaffed, individuals are notified of possible layoff at least one year in advance. This is also a very sensitive step in the process; however, the previous year's departmental notification usually provides sufficient advance warning and the least senior members of the affected department have often already begun the necessary retraining/reassignment activities. In some instances, faculty members have already been teaching for some time in another department on a crossover basis.

The two-year advance departmental notification and one-year advance individual notification apply only to program retrenchment and are not applicable in cases of financial exigency. In the latter case, which has never been experienced at Monroe Community College, the President would notify the faculty bargaining unit at least thirty (30) working days prior to the effective date of any staff layoff and would be obligated to discuss with them possible ways of avoiding such a layoff.

The contract also addresses the matter of seniority, stating that full-time faculty with the least seniority within the affected department shall be the first to be reassigned or laid off. It also indicates how seniority is determined, listing a number of criteria (see Appendix I).

Retraining and Reassignment

The two-year advance departmental notification encourages individuals to embark upon retraining programs which ultimately lead to reassignment. This process is a cooperative effort involving the individual, the affected department, the receiving department, the Faculty Resources Committee, and the Vice President for Academic Affairs.

Faculty who have been identified for reassignment or layoff are considered for reassignment only to departments that have or anticipate a need for additional faculty members. These departments have been identified through the same process used to identify departments with potential overstaffing. A faculty member requesting reassignment meets with the Faculty Resources Committee, the department to which they are seeking reassignment, and the Vice President for Academic Affairs in order to determine the feasibility of such a reassignment.

A faculty member requesting reassignment must meet the receiving department's established standards which had applied to current members of the department. The department, upon request, must convey to the faculty member its position on the faculty member's qualifications relative to these standards.

Once it has been determined that reassignment is feasible, the faculty member consults with the original department, the receiving department, the Faculty Resources Committee, and the Vice President for Academic Affairs in developing an acceptable retraining plan. The resulting plan is then reviewed and approved

by the receiving department, the Faculty Resources Committee, and the Vice President for Academic Affairs. (See Appendix V for an example of the communication involved in an actual retraining program and eventual reassignment.)

Because the College places such a high value on its human resources, assistance relative to retraining efforts is available to a faculty member whose retraining plan has been approved. This assistance includes 1) use of tuition reimbursement funds; 2) release time of up to the equivalent of 25 percent of the faculty member's normal workload for one academic year, such release time to be utilized over a period of no more than two years; 3) a non-compensated leave of absence for retraining purposes; and 4) continuance of the individual's fringe benefits program for up to one year during a non-compensated leave of absence.

Upon successful completion of the retraining program and with the endorsement of the receiving department and the Vice President for Academic Affairs, reassignment is finalized by action of the Board of Trustees, and the faculty member is officially transferred from the original department to the receiving department. The contractual agreement does, however, require departmental review of the job performance of the reassigned faculty member for a period of up to two academic years after the transfer (see Appendix I).

Problems to Avoid

Although the departmental data provided by the Office of Research and Planning is fundamental to the identification of potentially overstaffed departments, this should not be the only information used to determine the necessity for issuing departmental or individual notifications. Departmental admissions targets, job availability for graduates, and likely faculty retirements and resignations are some of the other factors that should be considered.

Before a department or individual is notified, the data should be carefully checked for accuracy, clarity, and credibility; and then reviewed by the appropriate administrative decision-makers. This improves the probability of avoiding embarrassing situations later in the notification process.

The actual notification of departments and individuals must be handled with tact and sensitivity. As mentioned previously, a meeting with the department chairperson to share the data and the reasons for notification has proved helpful in minimizing the tension that is generated by being identified as a potentially overstaffed department. Individuals who have been identified for possible layoff or reassignment should be informed verbally and in person by an appropriate administrator before they receive written notification.

A potential problem relative to the reassignment of faculty is the reluctance of some receiving departments to accept transfers. Even though a receiving department is restricted by the contract to those for which growth is predicted, faculty with the least seniority in the department may feel threatened if the faculty member requesting reassignment has higher seniority. Although this is one of the very real factors considered by a receiving department, experience to date indicates a willingness to accept faculty requesting reassignment because other factors such as increasing enrollment projections within the department, the value of the new faculty member to the department, etc. outweigh the concern about seniority.

Many groups and individuals are involved in the retraining and reassignment process, but no single administrative office has been designated to coordinate the various activities. Designation of such an office or individual would enhance the effectiveness of the process and minimize potentially costly delays and oversights.

Summary

Retrenchment at Monroe Community College has been completely avoided, and much of the credit can be attributed to the advance planning required by Article 8 in the contractual agreement. Retraining and reassignment, combined with early retirements (encouraged by a negotiated early retirement incentive), regular retirements, and resignations have enabled the College to react to potential overstaffing in a timely, efficient, and humane fashion. To date, six faculty transfers have been completed, and several other faculty members are currently involved in approved retraining programs.

Individuals who have been reassigned or are currently retraining are grateful, loyal, and enthusiastic about their new assignments, and the College is benefiting from the continued service of faculty who have already proved to be of value to the College.

Careful attention to the details of identification, notification, retraining, and reassignment has resulted in an acceptance and understanding of the entire process after only two years of experience. In fact, a potentially explosive and adversarial relationship has been translated into a cooperative problem-solving situation involving faculty and administration. Legal battles, detrimental to both the College and the bargaining unit, have been avoided.

Departments that have received notification of potential overstaffing have made concentrated efforts to reverse the predicted outcome of excess staff through such activities as increased student recruitment and course and curriculum improvements, as well as reassignment of faculty to other departments.

Most importantly, through careful planning relating future enrollment to staffing needs, Monroe Community College has developed a workable procedure for retaining valuable human resources.

Appendix I

Extract from

MONROE COMMUNITY COLLEGE

Contractual Agreement (1979-1982)

ARTICLE 8 - RETRAINING, REASSIGNMENT, REDUCTION IN FORCE, AND RECALL

Section A. Determination: Reassignment and/or reduction in force, as determined by the College, may result from an underutilization of staff, program retrenchment, or financial exigency.

Section B. Notification:

1) Underutilization of Staff and/or Program Retrenchment.

a) Departmental Consultation - At least two years in advance of the effective date of reassignment and/or reduction of faculty, the President shall notify in writing the chairperson of the Faculty Resources Committee and department affected, the appropriate division head and/or Vice President, and the president of the Faculty Association. This notification shall include a general indication of the anticipated problems, such as underutilization of staff, enrollment declines, or other program difficulties; it may also include an indication of areas within the College that anticipate a need for additional faculty members. The President or his designee shall meet with the chairpersons of the Faculty Resources Committee and the department affected to discuss appropriate utilization of the faculty.

b) Individual Notice - The effective date of layoff shall be August 31, and faculty affected shall be notified at least one full year in advance of the date of layoff.

2) Financial Exigency - If a layoff is anticipated due to a financial exigency, the President shall notify in writing the faculty members affected and the Faculty Association at least thirty (30) working days prior to the effective date of said layoff. The College and the Faculty Association will discuss possible ways of avoiding such a layoff. Such discussions will not extend the effective date of layoff except by written agreement of both parties to this contract. The College shall first determine which non-personnel expenditures shall be curtailed before laying off faculty.

Section C. Identification: In the department affected, full-time faculty with the least seniority shall be the first to be reassigned or laid off.

Seniority shall be based upon the number of years of service from the initial date of full-time employment at the College, minus non-compensated leaves of one semester or more. In situations where two or more faculty members have the same number of years of service based on the above, the following criteria, in the order listed, shall be used to determine seniority:

1) Part-time employment prior to fulltime employment.

2) Adjunct employment prior to part-time or full-time employment.

3) Date of application for full-time employment.

4) Date of full-time appointment letter.

The College shall distribute to each department a seniority listing of full-time faculty in the department as determined from the above criteria. Unless the listing is challenged within thirty (30) days of distribution, it will be assumed to be correct. In situations where the listing is challenged, the contract administrators shall meet to resolve the differences.

Section D. Crossover and Reassignment:

1) Opportunities for Crossover Assignments or Reassignments - Crossover assignments or reassignments will be possible when positions are available because of resignation or retirement; when adjunct, part-time, or overload sections are currently offered by the departments; and when program expansion and/or enrollment increases are anticipated.

2) Faculty Requesting Crossover Assignment - Faculty seeking crossover assignments in another department must meet the required standards for the job assignments which applied when the current department members were hired. Faculty with crossover assignments maintain all rights and privileges in their original departments. Crossovers are encouraged by the various departments as an educationally effective means of maintaining educational standards and enabling the College to most effectively utilize existing faculty.

3) Faculty Requesting Reassignment - Faculty identified for reassignment or layoff shall be considered for reassignment only to departments that have or anticipate a need for additional faculty members.

If a faculty member is reassigned to another department under the terms of this article, and a vacancy should occur in the former department, the faculty member shall have the right of first refusal to be reassigned back to the former department. In the event that two or more faculty members have been reassigned from the same former department, the right of first refusal will be given first to the faculty member with the most seniority.

Faculty requesting reassignment shall meet with the Faculty Resources Committee, the department to which the individual is seeking reassignment, and the appropriate Vice President to determine the feasibility of such a reassignment.

Faculty requesting reassignments shall meet the standards for the job assignment which applied in the hiring of current department members. The department, upon request, shall convey to the faculty member its position on the faculty member's qualifications relative to these standards.

Section E. Retraining: A faculty member identified for reassignment shall consult with the original department, the receiving department, and the Faculty Resources Committee in developing an acceptable retraining plan. The resulting plan shall be reviewed and approved by the receiving department, the Faculty Resources Committee, and the appropriate Vice President.

A faculty member whose retraining plan has been fully approved shall be eligible for the following assistance relative to retraining efforts:

1) Use of Tuition Reimbursement Funds or other State and Federal funds which may become available for retraining purposes.

2) Release time up to the equivalent of twenty-five percent of the faculty member's normal workload for one academic year. Such release time may be utilized over a period of no more than two years.

3) Non-compensated leave of absence for retraining purposes.

4) During a non-compensated leave of absence for retraining purposes and for a period of up to one year, the College shall continue the same fringe benefits program.

Section F. Departmental Review: A faculty member who has been reassigned to another department under the terms of this article shall be subject to the following conditions:

1) The receiving department shall review the job performance of the reassigned faculty member at least once each semester (twice each academic year), during a period not to exceed four semesters (two academic years).

2) The criteria to be used in this review process shall be the applicable parts of Article 6.00 (Promotion) in the Policies of the Board of Trustees.

3) The purpose of this review shall be to evaluate critically the faculty member's effectiveness in fulfilling new responsibilities and to offer assistance and advice on any aspects of the faculty member's performance in need of further attention and improvement. The accomplishments, strengths, and progress made by the faculty member will also be identified in the review. Upon the receipt of a positive review after the first, but no later than the fourth semester (second year), this special review process will terminate.

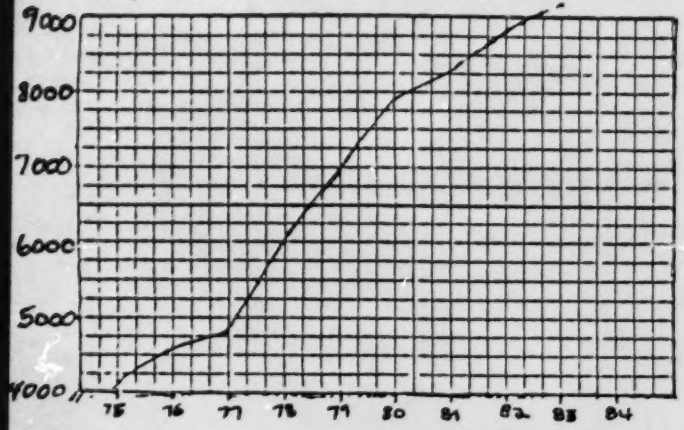
4) If the reviewing department is dissatisfied with the performance of the faculty member after reasonable efforts have been made to provide advice, guidance, and opportunities for retraining, the department shall refer the matter to the appropriate Vice President who shall make a recommendation to the President. This reference should be made no later than the end of the third semester (one and one-half years) of the review period.

5) The President, after reviewing the faculty member's performance, the circumstances involved, the recommendation of the department, and the recommendation of the appropriate Vice President, shall make a determination on the feasibility of retraining and/or reassignment of the faculty member to another position at the College. In the event the President does not recommend additional retraining or reassignment, the Board of Trustees and the Faculty Association shall be notified and the Association may communicate its views prior to final action by the Board.

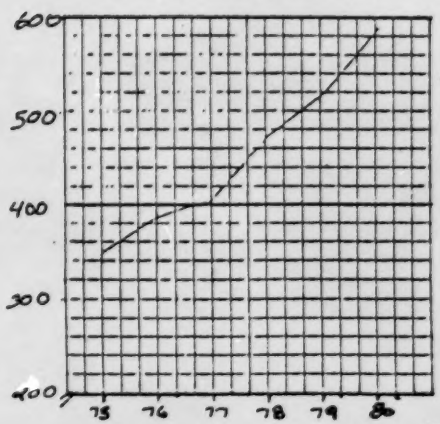
Section G. Recall: Recall may result because of an additional need for faculty, program reestablishment or growth, or the alleviation of financial exigency. A tenured faculty member who is laid off will retain seniority at the effective date of layoff for up to three (3) years. During that three-year period, the faculty member shall be notified of any professional vacancy in the College that the faculty member is then qualified to fill. Recall shall proceed according to the principles of seniority. Recalled faculty shall be reappointed at the same rank and employment status held at the time they were laid off. If the laid-off faculty member is not recalled within the three-year period, the faculty member's appointment and seniority shall automatically be terminated.

APPENDIX II

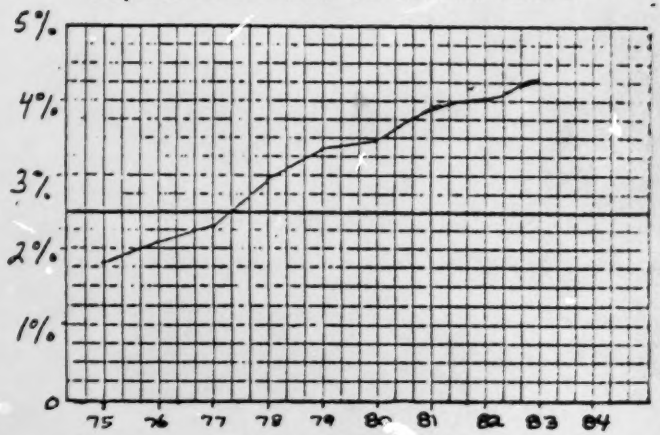
Department Student Credit Hours



Total Fall Program Enrollment



Department Share of Credit Hours



YEAR	A TOTAL COLLEGE STUDENT CREDIT HOURS (FIS7)	B DEPT. SHARE (I) OF TOTAL CREDIT HOURS (C ÷ A)	C DEPARTMENT STUDENT CREDIT HOURS (FIS7)	D STUDENT CONTACT HOUR TO CREDIT HOUR RATIO (CASA)	E DEPARTMENT STUDENT CONTACT HOURS (ESTIMATED CXD)	F(1) AVERAGE CLASS SIZE (FIS7 ENR ÷ No. of Lec. Sections)	G DEPARTMENT FACULTY CONTACT HOURS (Estimated E ÷ F(2))	H EXPECTED CONTACT HOURS PER FACULTY (From Academic Affairs)	I FTE FACULTY NEEDED (G ÷ H)	J ACTUAL FULL-TIME FACULTY ON ROSTER	K ON LEAVE	L ADJUNCT AND OVERLOAD FTE'S (Adjunct & Overload Hrs)
75-76	225187	1.83	4124		6557	24.4	194.6		6.7	5	--	3.3
76-77	215420	2.11	4544		7225	22.3	214.4		7.4	5	--	4.1
77-78	213290	2.29	4878		7756	29.4	230.1		7.9	5	--	4.1
78-79	204301	2.98	6093	1.59	9688	47.7[5]	287.5	29.1	9.9	5	--	5.4
79-80	211879	3.34	7076		11109	44.3	337.8		11.6	6	--	6.1
80-81	226934(2)	3.48 r^2=.96[3] 1%[4]	7897(2)	1.57	12398	45.8	377.0		13.0	7		
	(Enrollment Predictions)	(Regression Projections)	(A X B)			F(2) CASA SCOH ÷ FCOH						
81-82	219450	3.94	8273		12989		394.9		13.6			
82-83	221265	4.02	8895		13965	33.70 (78) 32.89 (80)	424.6		14.6			
83-84	219329	4.27	9365		14704		447.1		15.4			

FALL ADMISSIONS

Yr.	
79	136
80	137
81 target	104 (app+, dep

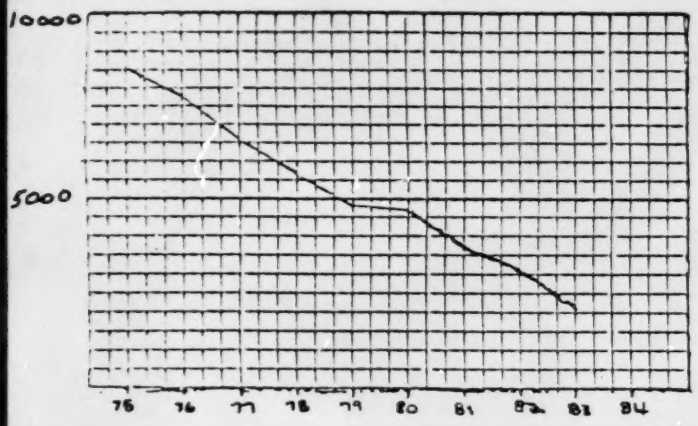
Actual 79-80 FCOH = 354

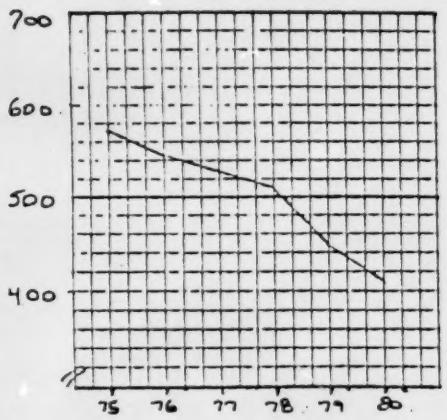
(1) Crossovers not included before 1979-80
(2) Actual Fall and Spring, Summer estimated
(3) Coefficient of determination
(4) Significance level
(5) Shift to Separate Lecture & Lab

APPENDIX XII

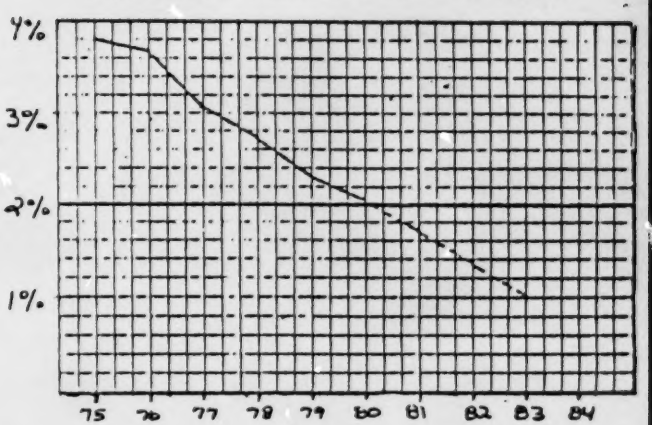
Total Fall Program Enrollment

Department Student Credit Hours





Department Share of Credit Hours



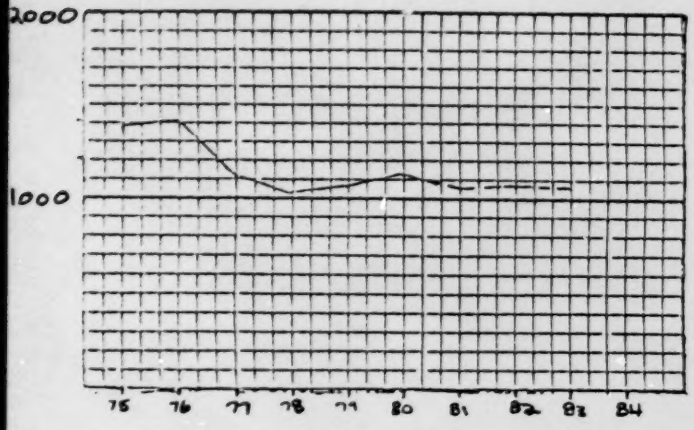
YEAR	A TOTAL COLLEGE STUDENT CREDIT HOURS	B DEPT. SHARE (I) OF TOTAL CREDIT HOURS	C DEPARTMENT STUDENT CREDIT HOURS	D STUDENT CONTACT HOUR TO CREDIT HOUR RATIO	E DEPARTMENT STUDENT CONTACT HOURS	F(1) AVERAGE CLASS SIZE	G DEPARTMENT FACULTY CONTACT HOURS	H EXPECTED CONTACT HOURS PER FACULTY	I FTE FACULTY NEEDED	J ACTUAL FULL-TIME FACULTY ON ROSTER	K ON LEAVE	L ADJUNCT & OVERLOAD FTE'S
	(F157)	(C ÷ A)	(F157)	(CASA)	(ESTIMATED CXD)	(F157 ENR ÷ No. of Lec. Sections)	(Estimated E x F(1))	(From Academic Affairs)	(G ÷ H)			(Adjunct & Overload Hours)
75-76	225187	3.80	8556		8813	35.7	246.9		9.5	8		2.4
76-77	215420	3.70	7971		8210	35.9	228.7		8.8	8		2.7
77-78	213290	3.10	6609		6807	31.9	213.4		8.2	6		2.7
78-79	204301	2.78	5682	1.03	5852	30.5	191.9	26	7.4	6		2.2
79-80	211879	2.37	4995		5095	26.2	196.0*		7.5	6	1	3.1
80-81	226934 (2)	2.09 r^2 = .98 (3) 1% (4)	4737 (2)	1.02	4832	25.9	185.8* *E÷26		7.1	6		
	(Enrollment Predictions)	(Regression Projections)	(A x B)			F(2) CASA SCOH ÷ FCOH				FALL ADMISSIONS		
81-82	219450	1.72	3775		3850	30.65(78)	148.1		5.7	Yr. 79 175		
82-83	221265	1.38	3053		3115	27.09(80)	119.8		4.6	80 175		
83-84	219329	1.03	2259		2304	used 26.0 (5)	88.6		3.4	81 target 185(app-, dep+)		
										Actual '79-80 FCOH = 200		

1) Crossovers not included before 1979-80
2) Actual Fall and Spring, Summer estimated
3) Coefficient of determination
4) Significance level

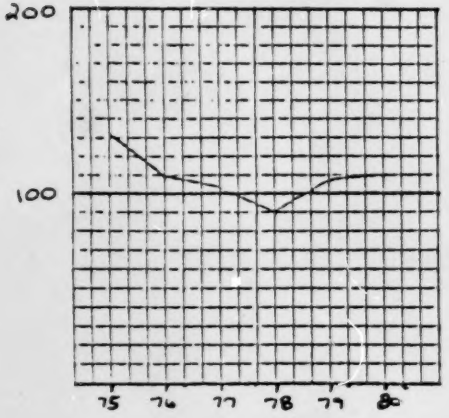
(5) Spring ratio lower than Fall

APPENDIX IV

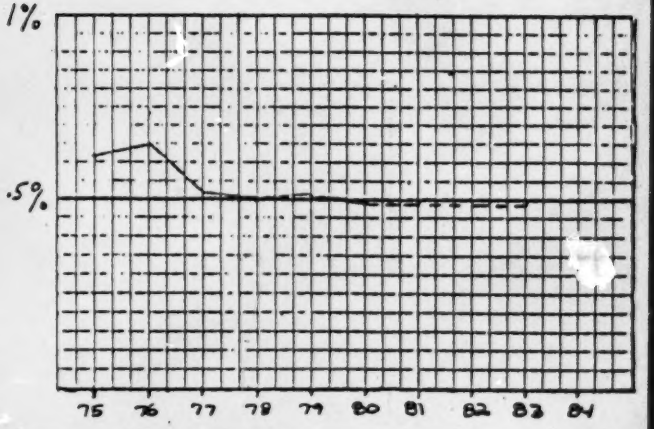
Department Student Credit Hours



Total Fall Program Enrollment



Department Share of Credit Hours



YEAR	A TOTAL COLLEGE STUDENT CREDIT HOURS (F157)	B DEPT. SHARE (%) OF TOTAL CREDIT HOURS (C ÷ A)	C DEPARTMENT STUDENT CREDIT HOURS (F157)	D STUDENT CONTACT HOUR TO CREDIT HOUR RATIO (CASA)	E DEPARTMENT STUDENT CONTACT HOURS (ESTIMATED CXD)	F(1) AVERAGE CLASS SIZE (F157 ENR ÷ No. of Lec. Sections)	G DEPARTMENT FACULTY CONTACT HOURS (Estimated E ÷ F(2))	H EXPECTED CONTACT HOURS PER FACULTY (From Academic Affairs)	I FTE FACULTY NEEDED (G ÷ H)	J ACTUAL FULL-TIME FACULTY ON ROSTER	K ON LEAVE	L ADJUNCT & OVERLOAD FTE'S
75-76	225187	.62	1390		2238	20.2	137.1		5.1	2		1.1
76-77	215420	.65	1401		2256	21.6	138.2		5.1	2		.7
77-78	213290	.52	1106		1781	18.5	109.1		4.0	2		.7
78-79	204301	.50	1027	1.61	1653	17.5	101.3	27	3.8	2		.9
79-80	211879	.51	1086		1781	17.9	91.2		3.4	2		1.1
80-81	226934 (2)	.49 r^2=.72 (3) 5)* (4)	1120 (2)	1.64	1837	21.5	94.1		3.5	2		
	(Enrollment Predictions)	(Low)	(A x B)			F(2) CASA SCOH ÷ FCOH						
81-82	219450	.49	1075		1764		90.3		3.3			
82-83	221265	.49	1084		1778	16.325 (78)	91.0		3.4			
83-84	219329	.49	1075		1763	19.53 (80)	90.3		3.3			

FALL ADMISSIONS

Yr.	
79	37
80	42
81 target	32 (app+, dep+)

Actual 79-80 FCOH = 91

1) Crossovers not included before 1979-80
2) Actual Fall and Spring, Summer estimated
3) Coefficient of determination
(4) Significance level

MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD · ROCHESTER, NY 14623
CODE 716 442-9960

December 7, 1979

Ms. Carol Cloos, Chairperson
English Department
Monroe Community College
Rochester, NY 14623

Dear Ms. Cloos:

I would like to request official transfer to the English Department. At the present time, I have 30 graduate hours in English received from the State University College at Brockport.

When the problem of overstaffing in the Modern Language Department became evident, I wrote a letter to Dr. McKinney on February 3, 1978, about the possibility of teaching English courses. With the encouragement of the English Department, I began taking graduate courses at Brockport.

In the Spring and Fall Semesters of 1979, I taught four sections of English 101, respectively. Professor Lee Adnepos acted as my mentor while I was teaching in the Fall Semester of 1979.

During the Spring Semester of 1980 (I will be on Sabbatical Leave), I plan to complete an additional 6 hours. I will write the thesis during the Summer of 1980, by which time I hope to complete all requirements towards a Master's Degree.

I feel that I am fully prepared to continue teaching English 101 and in the future to assume further responsibilities in teaching other courses.

Sincerely,

X

xc Dr. Robert D. Brown
Dr. Thomas Cooper
Professor Maria Echaniz
Dr. Moses S. Koch
Dr. Robert McKinney
Professor David McNitt
Professor Richard O'Keefe

memorandum

MONROE COMMUNITY COLLEGE

DATE 12/21/79

TO Professor David McNitt, Chairman
Faculty Resources Committee FROM X

RE RETRAINING PROGRAM (SPRING 1979 - AUGUST 1980)

I. English Department Teaching Experience

A. During the Fall Semester of 1978, I attended an English 101 class taught by Professor Stasia Callan.

B. I taught four sections of English 101 during the Spring Semester of 1979. Professor Lee Adnepos acted as my mentor and came to observe me while I was teaching. At the end of the semester, Professor Adnepos wrote a letter of recommendation to Carol Cloos, Chairperson of the English Department.

C. I taught four sections of English 101 during the Fall Semester of 1979.

II. Graduate Courses

A. The following courses were completed at the State University College at Brockport:

SPRING 1978

ENG 675	Frost, Eliot, Cummings	3 credits
ENG 680	18th Century British Literature	3 credits
ENG 518	19th Century Women - British Literature	3 credits
		9 credits

SUMMER 1978

ENG 521	The Romantics	3 credits
ENG 521	Joyce, Lawrence, Yeats	3 credits
		6 credits

FALL 1978

ENG 505	Teaching Composition	3 credits
ENG 601	Bibliography	3 credits
		6 credits

SUMMER 1979

ENG 555	Mythology	3 credits
ENG 573	Modern Drama	3 credits
ENG 669	Sociolinguistics	3 credits
		9 credits
TOTAL GRADUATE HOURS COMPLETED:		30 credits

B. During the Spring Semester, I am going to take the following courses:

Shakespeare	3 credits	SABBATICAL LEAVE
Children's Literature	3 credits	
	6 credits	

C. During the Summer of 1980, I plan to take the following courses:

American Literature	3 credits
Chaucer	3 credits
	6 credits

D. In the Summer of 1980, I will complete all course requirements for the Masters Degree in English.

E. The subject for my thesis will be Edgar Allan Poe and His Influence on Hispanic Literature. I plan to work on the thesis from September to December of 1980.

III. On December 7, 1979, I wrote a letter to Carol Cloos, Chairperson of the English Department requesting my official transfer to the English Department and reassignment for Fall 1980.

X:srm

memorandum

Monroe Community College

DATE September 29, 1980

TO David McNitt - Faculty Resources Committee

FROM Alan Glossner - Chairman English Department AG.

RE: Requirements for the Department of English

Reassignment Requirements of the Department of English (in accordance with Article 8 of the 1979 - 82 Contractual Agreement):

1. Master's degree in English, or in the teaching of English with a Bachelor's degree in English.

2. Some college classroom experience in the teaching of composition, coupled with evidence of competence in teaching, i.e., evaluations reflecting successful classroom experience.

3. Three letters of recommendation from professors or colleagues familiar with the applicant's education and teaching, assessing the applicant's teaching qualifications.

AG/cd

Monroe Community College
P.O. Box 9720 · Rochester, New York 14623
CODE 716 442-9950

November 12, 1980

Agreement on the Implementation of Article 8 Procedures for the Retraining and the Reassignment of Professor X to the English Department.

The attached documents are presented as evidence of the commitment of all parties mentioned in Article 8 of the Contractual Agreement 9/1/79 to 8/31/82 to the retraining and reassignment of Professor X as a full time faculty member of the English Department. The anticipated reassignment date is January 1981. The documents which have been developed under Article 8 include:

1. Reassignment Requirements of the Department of English (in accordance with Article 8 of the 1979-82 Contractual Agreement).

2. Professor X's request for transfer to the English Department, December 7, 1979.

3. Professor X's Retraining Program (Spring 1979 - August 1980).

X — Nov. 24, 1980
Professor X — Date

A. J. Glassner — 24 Nov. 80
English Department — Date

David H. McNatt — 11/21/80
Faculty Resources Committee — Date

William J. Lynn — 11/21/80
Vice-President for Academic Affairs — Date
(see V.P. memo to A. Dessner on 11/18/80)

MONROE COMMUNITY COLLEGE
Academic Affairs

M E M O R A N D U M

November 18, 1980

TO: Alan Glossner
Chairman, Department of English

FROM: William J. Lynam WJL
Vice President, Academic Affairs

RE: X's REASSIGNMENT TO THE DEPARTMENT OF ENGLISH

Thank you for the very positive resolution of the concerns about the timetable for X's reassignment to the English Department as expressed in your memorandum of November 4, 1980. The English Department is demonstrating real leadership and professional sensitivity in these matters.

The reassignment can be presented to the Board of Trustees for action in the very near future. It can be effective starting with the Spring 1981 semester.

Before we take such specific action, it seems appropriate that X should complete her Masters Degree at Brockport. As soon as we receive some official notification of this, we can finalize the transfer under Article VIII. This affords X and the Department protection through the credentialing process. Hopefully, this matter will be resolved smoothly.

Congratulations on the fine efforts of the English Department. Best Wishes to X also for her professional and personal accomplishment. I'm sure that she will be an excellent member of the English Department.

If I can be of more assistance, please contact me.

WJL:cc

xc: X
David McNitt
Moses S. Koch

Board of Trustees Meeting
May 28, 1981

RESOLVED, That the Board of Trustees of Monroe Community College approves the reassignment of X , Assistant Professor, Foreign Languages, to the Department of English, effective April 13, 1981. (P51-1981)

Motion was made and seconded that the above resolution be adopted. Motion carried unanimously.

Monroe Community College

1000 EAST HENRIETTA ROAD · ROCHESTER N.Y. 14623
CODE 716 424-5200

May 29, 1981

Professor X
188 Willowen Drive
Rochester, New York 14609

Dear Professor X:

At its meeting on May 28, 1981, the Board of Trustees of Monroe Community College confirmed your reassignment to the Department of English effective April 13, 1981.

I take this opportunity to extend to you my sincere good wishes for your continued success.

Sincerely,

George A. Glasser

George A. Glasser
Acting President

bh
c: Mr. Alan Glossner, Chairperson
Department of English

Dr. M. Thomas Cooper, Assistant Dean
Division of Arts/Humanities

JUN 25 1982
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